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Syllabus I.—Examination 1.

Mothers' Education Course.

YEAR I.

INSTRUCTIONS.

1. *No Text-book to be opened between the receipt of the questions and the posting of the papers.*
2. *There are no restrictions as to times of working.*
3. *It is desirable that papers be posted on the 16th inst.*
4. *Not less than three nor more than six questions must be taken in any one subject.*

I.—Divinity.

1. What difficulties present themselves in Natural Theology, and how should a Christian meet them?
2. By what general training and positive teaching would you fortify a child against the assaults of scepticism?
3. What salient doctrines of Christian truth do you consider it most fitting to present to children? Why? How would you deal with each?
4. Trace the development of God's revelation of Himself from the time of Abraham to that of Moses.
5. Mention twelve incidents or sayings in the Gospel of S. Luke which you consider most fitted to sustain the Divine Life in the child. Show the parents' possibilities and limitations with regard to this Divine Life.
6. Would you present the results of modern research as *proving* the truth of the Bible? Why not? Give a brief summary of the most remarkable monumental illustrations of Scripture history.

II.—Physiology and Health.

1. Show why no clothing is either warm or cool in itself. Describe in detail what you consider the best clothing for a boy and girl of eight, showing the principles on which you select each article.
2. Describe the structure and functions of the skin? Why are extensive scalds fatal? Give practical directions for the care of the skin.
3. Give practical instructions for the (artificial) feeding and clothing of a child of three and eight months. Give your physiological reasons.
4. Write clear directions for the management of a sick room, —(a) in case of infectious, (b) in case of non-infectious disorders: with your reasons.
5. Is it a certain gain for a child of five or six to do no lessons? Give physiological reasons for your answer.

III.—Mental and Moral Science and Education.

1. Give Richter's theories as to the education of girls.
2. From what causes does untruthfulness commonly arise? How would you train children in the habit of truthfulness?
3. Show how the action of immaterial thought on the material brain is the key to Habit. What part does the formation of habits play in education?
4. Show the importance of the initial idea in both moral and intellectual education.
5. Give suggestions for the teaching of (a) History, (b) French, (c) Modelling in Clay, (d) Needlework.
6. How would you train a child in reverence, endurance, kindness to animals, self-control, and attention?
7. Describe the nerve-mechanisms of the child. Account for and describe "nerve-storms," and show the importance of "Suggestion" in education.
8. Sketch briefly (a) The sum of what a child is as a human being, (b) What he has become through "heredity," (c) What parents may reasonably expect to effect by education. Give illustrations from your own family.
9. Gauge so far as you can the development of each of your children in all directions during the past year. Note any important observation you may have made as to the development of conscience, reasoning power, &c., in any one of them.

IV.—Nature-Lore and the Elements of Science.

1. Describe with diagrams the processes of germination in the two classes of flowering plants.
2. What do you mean by respiration, transpiration, fertilization? Describe each in a simple talk with children.
3. What are the wild flowers of April and of July? What botanical "talks" would you have with the children about and upon each of these.
4. What are the characters of *Primulaceæ*, *Geraniaceæ*, *Ericaceæ*, *Caprifoliaceæ*? What plants of each of these orders would you introduce to the children? Write out a talk upon one of them.
5. To which of the constellations would you introduce children? Give a diagram of the figure of each.
6. Show how you would teach children to distinguish between a star and a planet. What would you tell them about (a) The Sun, (b) The Milky Way, (c) Jupiter, (d) A comet?
7. Name and describe the wild birds of your neighbourhood. Write out a "talk" upon the haunts, habits, and song of two of these.
8. Give the characteristics of insects and spiders. Write out talks upon the dog, the caterpillar, the oyster, and the earth-worm.
9. How would you tell a child the geological history of your own neighbourhood?